EFFECT OF DIRECT, COMMUNICATIVE AND STRUCTURAL SITUATIONAL TEACHING METHODS ON ENGLISH LANGUAGE DEVELOPMENT OF SECONDARY LEVEL STUDENTS

A

SYNOPSIS SUBMITTED FOR THE DEGREE

OF

DOCTOR OF PHILOSOPHY

IN

EDUCATION

DEPARTMENT OF EDUCATION

MAHARSHI DAYANAND SARASWATI UNIVERSITY AJMER

2017

UNDER THE SUPERVISION OF

Dr. SUMAN BALA (Lecturer)

H.B.U. Teachers College For Women,
Hatundi, Ajmer

SUBMITTED BY

VIMAL KUMAR JAIN

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MAHARSHI DAYANAND SARASWATI UNIVERSITY, AJMER

Certificate by the Supervisor

1. I am willing to guide the research work of **Mr. Vimal Kumar Jain** on the above subject if he registered for Ph.D.
2. To the best of my knowledge, the subject selected has not been studied and is not being studied so far in any university.
3. The subject is of sufficient scope to keep the candidate engaged for two years.
4. The subject will lead to a valuable contribution. I have seen and approved the outline and bibliography, etc. submitted by the candidate.
5. Necessary facilities are available in the Department for the above research work (Certificate from Principal/Head University Department with regards to facilities available is enclosed).
6. I have no research candidate registered under my supervision and the serial number of this candidate whose application being forwarded for registration is 06*(S)X).
7. The candidate is not a close relation (the term close relation is defined in the examination ordination of the university).

Suman
10/11/2017

Signature of the Supervisor with Date

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Certified that the available facilities will be extended to **Mr. Vimal Kumar Jain** for research work if he is registered for Ph.D.

10.11.17

Signature of the Head of Department

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Appendix IV A

1. NAME OF SCHOLAR

(in English) – **VIMAL KUMAR JAIN**

(in Hindi)- विमल कुमार जैन

2. Title of the Research Work

(in English)- EFFECT OF DIRECT, COMMUNICATIVE AND STRUCTURAL SITUATIONAL TEACHING METHODS ON ENGLISH LANGUAGE DEVELOPMENT OF SECONDARY LEVEL STUDENTS

(in Hindi)- माध्यमिक स्तर के विद्यार्थियों के अंग्रेजी भाषा विकास पर प्रत्यक्ष विधि, वार्तालाप विधि एवं संरचनात्मक समस्या विधि के प्रभाव का अध्ययन

3. **H.B.U. Teachers College For Women, Hatundi, Ajmer**

10/11/2017

Signature of the Candidate with date

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1. INTRODUCTION AND IMPORTANCE OF PROPOSED INVESTIGATION

1.1.1 INTRODUCTION

Language is an essential element in the culture of any society. We live in a community and our living in a community is made meaningful mainly by the language. In the words of Leonard Bloomfield, "Community is formed by the activity of language, and speech utterances give us the most direct insight into its working". Language is a tool to understand and appreciate the culture of a human society and we must learn its language to understand it clearly.

The Kothari Commission (1966) said, "Mother tongue has a prominent claim as the medium of instruction at the school and college stages. Moreover, the medium of instruction at the school and higher education should generally be the same. The regional language should, therefore, be adopted as the medium of instruction at the higher stage". There are several languages spoken all over the world but English is a global language and more than 65% of world information is available in English.

English plays a very major role in our educational system. It is taught as a compulsory subject in almost all the states in our country. Many students find it difficult in getting passing marks in English. Still English is persistently made a compulsory subject in India. It is the medium of instruction in technical, medical and law colleges. Mostly post graduate courses are taught in English only.

According to Crystal (1971) "Language teaching is as old as the study of language." Central to this process was the emergence of the concept of "method of language teaching" which may be regarded as

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the systematic set of teaching practices based on a particular theory of language.

According to Howatt (1984), the quest for better methods for teaching of language preoccupied teachers and applied linguists.

This means that language teaching is not an exercise that is done arbitrarily without an aim or a concise way of achieving the aim. Different methods which are relevant to particular aspects of language teaching had to be adopted in order to enhance effective teaching of languages. Several methods are prominent in English teaching like- direct method, communicative method, audio-lingual method, bilingual method, structural approach, grammar translation method, natural approach, community language learning and total physical response method. But only following three methods have been taken for the present study.

1.1.2 DIRECT METHOD

This method of teaching the English language focuses on conversation, discussion and reading without the use of student's mother tongue, without translating and without the study of formal grammar. In this method the student is encouraged to think directly in English. This method brings student's thoughts, experiences, expression and language closer. It lays more stress on listening and speaking English. Mother tongue is completely avoided in this method. It follows the teaching of full sentences, not words. This method is also known as natural method.

1.1.3 COMMUNICATIVE METHOD OF TEACHING ENGLISH

British linguists argued that something more than grammatical competence was involved in language use. The term "communicative

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competence" was introduced to signify this extra dimension. This method enables the learner to communicate effectively and appropriately in the various situations he would likely find himself in. It emphasizes interaction as both the means and the ultimate goal of study. Communicative language teaching (CLT), or the communicative approach, also focuses on the teacher being a facilitator, rather than an instructor. Furthermore, the approach is a non-methodical system that does not use a textbook series to teach English but rather works on developing verbal skills prior to reading and writing.

1.1.4 STRUCTURAL SITUATIONAL TEACHING METHOD:-

Situational language teaching (SLT) enables the learner to focus on vocabulary and develops reading skills. Situational Language Teaching involves accurate use of vocabulary items and grammar rules in order to achieve a practical mastery over the four basic skills. Learners become capable of accurate pronunciation and use of grammar. The ultimate aim of SLT is to be able to respond quickly and accurately in language development with an automatic control of basic structures and sentence patterns.

Thus, methods of teaching develop four basic skills i.e. Listening, Speaking, Reading and Writing (LSRW). Each method has its own limitations on the basis of individual differences of learners such as family, social & economic background and learning disabilities. So all individuals cannot be taught by only one method.

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1.2 IMPORTANCE OF PROPOSED INVESTIGATION

The researcher himself has been teaching English to secondary and senior secondary school students of Sanskrit education of Rajasthan for the last fifteen years. After interacting with other English teachers it has been found that in most of the schools of Rajasthan, the traditional teaching method or grammar translation method is being adopted in order to complete the course and to pass the exam. As a result, students lack the four basic skills i.e. receptive (listening and reading) and productive (speaking and writing). Students being taught through conventional methods of English teaching are unable to express their thoughts, views and opinion on their own. As a result the environment of language development and communication in English is not being provided to the students. On the other hand, some private and prominent schools have been teaching communicative skills rather than the tedious grammar rules. In these schools, students communicate well but lack structural pattern. Traditional method is neither scientific nor child centered. Therefore, researcher wants to study the effects of direct method, communicative method and structural situational method of teaching English for the language development of secondary level students of Rajasthan State.

1.3 OBJECTIVES OF THE PRESENT STUDY

After going through various research papers on teaching methods, the researcher wants

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- To find out the effect of direct method of teaching English for the language development of students.
- To find out the effect of communicative method of teaching English for the language development of students.
- To find out the effect of structural situational method of teaching English for the language development of students.
- To compare the effect of following teaching methods for language development of students:-
  I. Direct and Conventional method
  II. Communicative and conventional method
  III. Structural situational and conventional method
  IV. Direct and communicative method
  V. Direct and structural situational method
  VI. Communicative and structural situational method
- To study the relationship of different language skills of students after teaching through different methods.

2 REVIEW OF LITERATURE

A review of related literature is a body of text that aims to review the critical points of current knowledge including substantive findings as well as theoretical and methodological contributions to a particular topic. According to Turney and Robb (1971), review of literature is "the identification of a problem, the developments of a research design and determination of the size and scope and the care and intensity with

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which a researcher has examined the literature related to the intended research".

Gaikwad (1982) investigated "*the comparative efficiency of the direct method and the bilingual method of teaching English to lower classes of secondary schools in rural area of Maharashtra State*". His experiment arrived at the following major findings: i) The Bilingual method was superior to the direct method in developing linguistic skills of understanding, speaking and writing. ii) Both the methods were equally effective as far as reading skills were concerned.

Meganathan (1988) made *a comparative study between the direct and the bilingual methods of teaching English as a second language at the secondary level*. Major findings of the study revealed that the Bilingual method was found to be superior to direct method with reference to i) Developing the four basic skills in learning English. ii) The frequency of contact with English per pupil per lesson. iii) The rate and amount of learning in the classroom. iv) The promotion of inter-communication between the pupils and the teacher. v) The achievement of students. vi) Combining the best elements of the direct method and other method. vii) The developing of linguistic skills. viii) The suitability of the method both for the teacher as well as the taught.

Fazill, Mubeena(2015) made a study" Communicative method in language teaching implications for teaching English as a second language in J and K state, reveals that the outlook of learners as well as teachers needs to undergo a radical transformation. Whereas the teachers realize the need to abandon their authoritative attitude the

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learners are to be motivated to accept the new responsibilities with full awareness of what the method entails.

Uma Maheshwary E.S.(2017) finds in the study "Traditional and modern methods of teaching English in engineering colleges in the southern districts of Tamil Nadu" that most of teachers teaching English in colleges of engineering and technology were adopting translation method.

Rajkhowa, Baishalee(2014) "A study on the methods of teaching English for developing teaching competence of the secondary school teachers of Assam." Gives a view that the teacher of English today is faced with a bewildering variety of competing methods like the grammar translation method, direct method, bilingual method, audio-lingual method and so on. He is in utter confusion as to which method should be accepted and which method is to be rejected.

Farhad, Mariam(2017) "Critical study of second and foreign language teaching methods used in Bangladesh with special reference to grammar translation method and audio lingual method." Illustrated that the present study tries to find out the slit of teaching methods used as second or foreign language in English and Bangla medium education systems.

Mukhroji, Seema(2015) Applicability of communicative method of teaching English at primary school level: A study in the survey form reveals that objectives of communicative methods of teaching English initiated by NCERT in 2006 was not found fulfilled in actual classroom situation of saugor district in Madhya Pradesh.

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3 RESEARCH GAPS

Review of literature in present study reveals that comparative studies between direct method and bilingual method have been performed in Tamil Nadu state only for primary, upper primary and Engineering college students. Comparisons of traditional teaching methods and modern methods of teaching English as a third language have been illustrated.

Previous researches deal with comparison of two methods only and do not elaborate on communicative skills of secondary school students having varied backgrounds.

However a question arises, Which method fulfills the present need of students and whether the receptive skills or the productive skills are interrelated as illustrated in some researches?

Sufficient amount of research about the effect of teaching methods in English language development have not been done yet, particularly in Rajasthan State, where English is taught as a second language and the board exam results rely upon English at a great extent.

So, the researcher finds it appropriate research on aforesaid topic. - "EFFECT OF DIRECT, COMMUNICATIVE AND STRUCTURAL SITUATIONAL TEACHING METHODS ON ENGLISH LANGUAGE DEVELOPMENT OF SECONDARY LEVEL STUDENTS."

4 MAJOR HYPOTHESES

- There will be no significant difference in effects of direct and conventional methods of teaching English on language development of students.

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- There will be no significant difference in effects of communicative and conventional methods of teaching English on language development of students.
- There will be no significant difference in effects of structural situational and conventional methods of teaching English on language development of students.
- There will be no significant difference in effects of direct and communicative methods of teaching English on language development of students.
- There will be no significant difference in effects of direct and structural method of teaching English on language development of students.
- There will be no significant difference in effects of communicative and structural situational method of teaching English on language development of students.
- There will be no significant relationship between different language skills of students after teaching through different methods.

5 RESEARCH METHODOLOGY

The study will be experimental in nature. It will be performed in three phases.

1. **Pre-experimentation phase:-** In this phase following work will be completed of

   Selection of sample:-A group of 80 students of classix will be selected from the secondary schools for the study of effect of

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teaching English through different methods. The selected sample will be divided in four groups:

Three Experimental groups:-for teaching through different methods (20 students in each group)

Control group:-Traditional or conventional method (20 students)

Evaluation of sample:-All the selected sample of Experimental groups and control group will be pre-tested by using self-made achievement test.

2. **Experimentation Phase:-** The researcher will be executing his different teaching methods i.e., direct, communicative and structural situational methods of teaching English on experimental groups and traditional method on control group. The process will take 3-4 months for the researcher to execute the treatment to the effect of these methods.
3. **Post-Experimentation Phase:-**After successful completion of the experiments the researcher will organize the post-test of experimental groups and control group byself-made achievement test.

Statistical analysis:- mean, standard deviation, co-efficient of correlation, t-test and ANOVA will be applied on the data received from all phases for statistical analysis.

6 Proposed scheme of chapterisation

Chapter 1:- consists of Introduction and importance of present study.

Chapter 2:- consists of Review of literature.

Chapter 3:- consists of Research methodology and statistical tools and techniques.

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Chapter 4:- consists of Analysis and interpretation of data.

Chapter 5:- consists of Major findings of the study, conclusions and recommendation for future researches.

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